

# Haringey Sixth Form Centre

## Inspection report

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|--------------------------------|---------------------|
| <b>Unique Reference Number</b> | 134163              |
| <b>Local Authority</b>         | Haringey            |
| <b>Inspection number</b>       | 328844              |
| <b>Inspection dates</b>        | 26–27 November 2008 |
| <b>Reporting inspector</b>     | Janet Mercer HMI    |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|---|--------------------------------------|
| <b>Type of school</b>                     | Other secondary                      |
| <b>School category</b>                    | Community                            |
| <b>Age range of pupils</b>                | 16–19                                |
| <b>Gender of pupils</b>                   | Mixed                                |
| <b>Number on roll</b>                     |                                      |
| School (total)                            | 869                                  |
| <b>Appropriate authority</b>              | The governing body                   |
| <b>Chair</b>                              | Dr Edgar Neufeld                     |
| <b>Principal</b>                          | Ms June Jarrett                      |
| <b>Date of previous school inspection</b> | Not previously inspected             |
| <b>School address</b>                     | White Hart Lane<br>London<br>N17 8HR |
| <b>Telephone number</b>                   | 0208 376 6000                        |
| <b>Fax number</b>                         | 0208 376 5999                        |

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## Introduction

The inspection was carried out by one of one of Her Majesty's Inspectors and three Additional Inspectors.

## Description of the school

The Haringey Sixth Form Centre opened in 2007, replacing the sixth forms in neighbouring schools in east Haringey. The centre offers courses from entry level to Level 3, including AS and A-level and vocational provision. Over two thirds of students are studying advanced level courses, almost a quarter are studying Level 2 (GCSE or equivalent) and just under 10% are enrolled on Level 1 or entry-level programmes. A high proportion of students come from minority ethnic backgrounds; 28% are Black African, 25% are Black Caribbean, 9% are Asian and 8% are of mixed race.

Over 70% of students come from Haringey and their attainment on entry is well below average compared with other school sixth forms. Almost 20% of students have been identified with additional language support needs, although more than half the students speak English as an additional language. The centre is also the provider of post-16 education for students from three special schools in the borough, and caters for students with a wide range of special educational needs, learning difficulties and/or disabilities. This includes students on the autistic spectrum, those with moderate and profound learning difficulties and/or disabilities, as well as specific learning needs such as dyslexia.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

### Grade: 2

Haringey Sixth Form Centre provides good education and care for its students. The curriculum is outstanding in its breadth and is extremely well designed to meet local needs. Students benefit from the excellent quality of accommodation and specialist resources and enjoy being in the centre. One Year 12 student told inspectors, 'it's a fantastic school.' Students feel safe and well supported and many spoke highly of the way teachers and support staff help them with their work and personal issues.

During the first year managers had to cope with many teething problems associated with setting up a completely new school, including difficulties with the new building and computer systems for administration and learning. The principal, supported by a very strong senior management team, has demonstrated outstanding leadership, overseeing the project from the planning stage. Senior leaders have worked tirelessly to ensure the successful start of the new sixth form. They have placed great emphasis on developing a culture of learning and high aspirations in the students, many of whom come from areas with high levels of social and economic deprivation, and who have not always been successful at secondary school. There is a highly inclusive approach, and the centre caters well for students with very wide ranging needs and abilities.

In a short time managers have improved many aspects of the centre's provision. The senior team are acutely aware of the centre's strengths and areas requiring improvement. Last year they were quick to identify problems that affected the quality of learning and student achievement and took prompt and effective actions to secure improvements. For example, they were rigorous in their approach to dealing with some instances of poor behaviour, and now students' behaviour is good. Their personal development is good. Students work well together, and treat each other and the staff with respect. Attendance is also improving and is now in line with other sixth forms.

Achievement and standards were broadly satisfactory in the first year, but there were some significant variations in students' attainment across different qualifications and levels. Pass rates on different courses ranged from well below average to above average. Managers have analysed these results in detail to ascertain why some courses performed less well than others. For example, an analysis of examination scripts in some AS-level subjects indicated the need to develop students' literacy skills and prepare them more carefully for examinations. The centre has improved its tracking and monitoring of student progress and there are already early indications of improving progress this year.

Students are now making good progress in most lessons as a result of good teaching, which is carefully planned to meet individual needs and interests and to motivate them to learn. Staff have high expectations of what their students can achieve, but also recognise the need to help students to learn to work on their own and spend more time outside lessons to develop their knowledge and understanding. Many students have had little previous experience of independent learning and still rely too much on the teacher, rather than taking responsibility for their own learning.

Staff at all levels in the centre are highly committed to ensuring students achieve as much as they can. They share the clear vision and strategic direction set by the principal and senior team. Governors are highly effective in their support and monitoring of the centre's performance and bring a considerable range of skills to their centre. The rigorous approach to evaluating

strengths and weaknesses, and the prompt implementation of improvement strategies, contributes to the outstanding capacity for further improvement. Managers have set challenging, but achievable, targets for student achievement and are closely monitoring progress towards them.

### **What the school should do to improve further**

- Build students' skills for learning so that they can work effectively as independent learners.
- Improve the consistency of rates of progress across different subjects to raise achievement.

## **Achievement and standards**

### **Grade: 3**

Pass rates on Level 1 and 2 vocational courses were at least satisfactory, and in some cases good. Students taking Business and Technology Education Council (BTEC) first diploma courses achieved well, and two of the four courses had 100% pass rates. Students on the National Vocational Qualification (NVQ) at Level 1 hospitality and catering course achieved above-average pass rates, and most progressed to the Level 2 course this academic year.

The centre offers a small number of GCSE courses, to help students progress to AS level and for students to retake English and mathematics. A high proportion of students had not achieved grade C in GCSE English or mathematics before joining the sixth form. Results in GCSE English were close to the national average, but those in GCSE mathematics were well below average. The centre is developing a range of alternative mathematics courses to develop students' numeracy skills and better prepare them to take GCSE.

Pass rates on AS-level courses also varied considerably. While six subjects achieved 100% pass rates, a significant number had pass rates that were below national averages. However, value-added data indicate that, overall, AS-level students achieved broadly in line with expectations, given their prior attainment. A small number of students took A-level courses last year and they achieved well, with a high proportion successfully progressing to higher education.

Students with learning difficulties and/or disabilities make good progress towards their individual learning goals. Teachers set very specific and individualised targets and support students very well to achieve these. A significant number of students progressed from specialist entry-level programmes to mainstream Level 1 programmes last year.

The centre's analysis of the performance of different groups of student by gender, ethnicity or disability did not indicate any significant differences in the achievement of different groups of students.

In some areas last year too many students left before completing their courses, and retention rates were low on Level 1 and 2 courses and broadly average on advanced level courses. There are early indications that actions to improve this are having an impact. Retention rates are now higher than at a similar time last year.

## **Personal development and well-being**

### **Grade: 2**

Students' social, moral and cultural development is good. Students from very diverse backgrounds are developing a strong sense of community and those joining from secondary and special schools are well integrated. Student volunteers support others through the buddy

system and peer mentoring. Relationships between staff and students are positive, friendly and constructive, so that students feel the centre to be a very safe place and they enjoy attending. Students robustly disapprove of bullying and other kinds of anti-social behaviour.

There are many opportunities for visits to theatres and art galleries, which extend students' experiences and horizons. Students understand about living a safe and healthy life. Although the centre has made every effort to support students in eating healthily and taking regular physical exercise, this has yet to be taken up generally. The student council plays an active role in the centre and the three student governors enjoy full voting rights. The development of workplace and vocational skills is good, but managers recognise that there is more to do to improve the level of literacy and numeracy skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Most teaching is good, and helps students to make good progress in lessons. Students show positive attitudes to their learning and are motivated to do well. Teachers have a high level of specialist subject knowledge and make effective, and sometimes innovative, use of information and communication technology (ICT) to enhance learning. Lessons are well planned. Teachers employ a good variety of methods to engage students and provide them with suitably challenging work that is generally well matched to their needs, interests and aspirations.

In the best lessons, teachers are helping students to develop the skills needed to work independently. For example, in one science lesson observed the teacher used a wide range of active learning strategies and enabled students to use these to present their work to each other. Students enjoyed this very lively session, and learned a lot from each other. However, skills for independent learning are not yet fully developed in all subjects or courses.

Assessment is used effectively to give students accurate, and sometimes detailed, feedback on their progress and to point the way forward for further improvement. In a few lessons observed, the pace of learning was restricted a little by a slow start and there were some instances of poor punctuality by students.

### **Curriculum and other activities**

#### **Grade: 1**

The centre rightly prides itself on providing a highly inclusive curriculum which gives all learners the opportunity to thrive, including those with moderate and profound learning difficulties and/or disabilities. There is a very wide range of courses from entry to advanced level, with clear progression routes and an excellent balance between academic and vocational pathways. There is an overriding commitment to providing an education that makes the individual learner's needs the main priority.

The curriculum has been designed in close collaboration with the centre's partners, including local 11-16 schools, the further education college and the local authority. This has enabled the centre to be very responsive to local needs, for example, by offering NVQ courses in hospitality and catering. Senior managers are acutely aware of the changing needs in the local area and are already reviewing the curriculum to ensure it continues to meet students' needs.

The centre provides a very good range of enrichment activities that are becoming increasingly popular. The programme has been modified this year in response to student feedback to extend

choice and to make activities more appealing. The gifted and talented programme is also well under way and is now making a distinctive and significant contribution to the provision for more able students.

## **Care, guidance and support**

### **Grade: 2**

The school draws effectively upon a wide range of specialist staff to provide academic and personal support. Students who speak English as an additional language receive in-class support to develop their language skills. Systems for setting targets and tracking progress are well designed and effective. The centre has introduced individual learning plans for each student this year, but their implementation is still at an early stage. The progress of students with complex learning difficulties is very closely monitored, and small-step targets are revised each lesson. Students receive helpful guidance to support their progression to further or higher education and employment.

Child protection, health and safety and anti-bullying procedures are robust and firmly established. The centre provides very good support to safeguard vulnerable students and meets current government guidelines.

## **Leadership and management**

### **Grade: 2**

The principal demonstrates outstanding leadership, with excellent support from the senior team. Her commitment to empowerment of staff and rigorous accountability are reflected in the ethos of management at all levels. Heads of faculty and programme managers feel well supported in developing their roles. In a short time senior managers have inspired both staff and students with their clear sense of purpose and their focus on raising achievement. The schools' evaluation of its effectiveness is accurate and there are good systems in place to assess and track students' progress. Managers are acutely aware of the need to raise student achievement and to address some areas of underperformance, especially at AS level.

Effective procedures for evaluating the quality of teaching and learning were established during the first year and provided managers and staff with clear areas for improvement. Already, some areas of weakness identified have been addressed through a comprehensive programme of professional development. The excellent curriculum is constantly under review to ensure that it continues to meet the changing needs of students.

Community cohesion is evident in the excellent relationships and the wide-ranging provision for students with very diverse backgrounds, abilities and needs. The centre is working to become more engaged in the local and wider communities, and to encourage greater parental involvement. Governors are highly committed and make an outstanding contribution to the success of the centre by providing expertise, support and challenge to senior managers.

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## Annex A

**Inspection judgements**

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

**Overall effectiveness**

|   |    |
|---|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2  |
| Effective steps have been taken to promote improvement since the last inspection  | NA |
| How well does the school work in partnership with others to promote learners' well being?   | 2  |
| The capacity to make any necessary improvements   | 1  |

**Achievement and standards**

|  |   |
|--|---|
| How well do learners achieve?  | 3 |
| The standards <sup>1</sup> reached by learners   | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and/or disabilities make progress                           | 2 |

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

|   |   |
|---|---|
| <b>How good are the overall personal development and well-being of the learners?</b>                          | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| The extent to which learners adopt healthy lifestyles   | 3 |
| The extent to which learners adopt safe practices   | 2 |
| The extent to which learners enjoy their education  | 2 |
| The attendance of learners  | 3 |
| The behaviour of learners   | 2 |
| The extent to which learners make a positive contribution to the community                                    | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

## The quality of provision

|  |   |
|--|---|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>       | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 |
| How well are learners cared for, guided and supported?   | 2 |

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1   |
| How effectively leaders and managers use challenging targets to raise standards  | 2   |
| The effectiveness of the school's self-evaluation  | 1   |
| How well equality of opportunity is promoted and discrimination eliminated   | 2   |
| How well does the school contribute to community cohesion?   | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 2   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 1   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

**Annex B****Text from letter to pupils explaining the findings of the inspection**

10 December 2008

Dear Students

Inspection of Haringey Sixth Form Centre, London, N17 8HR

On behalf of the inspectors who inspected your sixth form recently, I would like to say how much we enjoyed our visit. Many of you spoke very positively about your experiences. We have taken these views into account in arriving at our judgement that Haringey Sixth Form Centre is a good sixth form, where you are receiving good education and care, and benefit from the excellent accommodation and specialist resources. There is an excellent range of courses to choose from, so that everyone can find the right course at the right level.

Your principal and senior team have worked very hard to set up the centre from scratch, and had to overcome a lot of difficulties in the first year. They were very good at identifying the problems and finding solutions to them. Many of you in your second year told us about improvements since your first year.

Last year attendance was not as high as it should have been and there was some poor behaviour by a minority of students, which had a negative effect on learning and achievement. The staff have worked hard to improve this, and when we visited, we saw that you behaved well, and showed respect for each other, and your attendance is improving. There is a clear link between regular attendance and achieving good results. If you want to do well, it's important that you attend all your lessons, and make sure you turn up on time, to get the most out of your sessions.

There was a lot of variation in how well students achieved on different courses last year, and now teachers are tracking your progress carefully to make sure you all do as well as you can. We have asked the centre to make sure that there is more consistency in the rates of progress across all courses, so that pass rates go up next year. We saw many examples of good assessment and feedback to help you to improve your work. Many of you have not had much previous experience of working on your own, in or outside lessons, and we have asked the centre to help you to develop better skills for working and learning independently.

The centre works hard to provide a safe and inclusive environment. While you have a good understanding of how to live a healthy lifestyle, you do not always put this into practice through taking part in physical activities or making healthy food choices.

The principal and senior team are very ambitious for you and for the future of the centre. They are very focused on raising achievement and making the sixth form outstanding in the future. We hope that you will all play your part in making this happen.

With very best wishes for the future.

Yours sincerely

Janet Mercer

Her Majesty's Inspector